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An Effective Method of Teaching English: A Handbook for English Teachers in China

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University of San Francisco

An Effective Method for Teaching English: A Handbook for English Teachers in China

A Thesis Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Zichen Cai
May 2020

An Effective Method for Teaching English: A Handbook for English Teachers in China

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Zichen Cai
May 2020

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:



Instructor/Chairperson

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Date

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ABSTRACT

Along with the significance of learning English has been emphasized by Chinese government for more than thirty years, more and more Westerners who mostly came from the U.S and England were welcomed to teach English in China. However, most of them were not qualified to teach, and they were not well-prepared before teaching according to author's observation, which made students lose their interest in learning English eventually. Moreover, these foreign ESL teachers followed the activities and exercises in the textbook step by step while teaching, which was very dull and monotonous. In the literature review, the factors that might influence and cause this problem was analyzed and summarized. The literature review includes the English educational background and its existing problems in China, the benefits and problems by attending foreign EFL teachers' class, and factors affect effective learning.

Hence, the primary purpose of this handbook is to provide communicative, engaging, and innovative lesson plan formats for these novice teachers so that they can teach effectively in order to solve the problem. This handbook is significant because it enables novice native speaker teachers in China to teach effectively, which will lead to improving English language acquisition by the students.

Key words: EFL, foreign EFL teachers, effective teaching, lesson planning

CHAPTER I INTRODUCTION

Statement of the Problem

When I was studying TESOL program, I learned much useful theoretical knowledge and gained teaching experience in CRT program at college of Alameda as an ESL teacher. I have realized that teaching students a foreign language is harder than I thought since it requires mastery of different skills. My own experience has proved my point of view was right.

I was honored to be hired as a teaching assistant working in an English institution when I was a senior student at Beijing Wuzi University. My job was to help teachers from English-speaking countries to communicate with the students' parents, document their behaviors in the class, and assist with homework completion. This gave me plenty of opportunities to observe classes taught by different teachers and to give feedback to students and their parents.

As per my observation, some of these English as a Foreign Language (EFL) teachers didn't prepare well for their lessons, before they came to the class. In effect, all they did was walk into the classroom, open the textbook, and instruct. They taught in that way because they thought that since English was their native language, they didn't need any preparation in teaching English. They obviously didn't have a lesson plan, or even a general framework in their mind. Hence, they chose to follow the activities and exercises in the textbook step by step which was very boring and monotonous. Even if they designed a new game for their students, they repeatedly played the same game over and over again without any change in their lessons. Besides, because of the lessons' repetitive nature and scarcity of lesson planning, the effectiveness of students' learning process was not at a high level. If students couldn't get what they need from their teacher, the students gradually lost interest in learning English; they only came to their classes because they were forced by their parents (Lei, 2007).

This kind of phenomenon is not rare; to the contrary, it has been widely reflected by many students' parents who pushed Chinese government to pay attention on this problem (Jin & Cortazzi, 1998). English has been included in the education system as a required course in primary schools for a very long time. Most Chinese scholars believe that it has been at least 30 years that English has been recommended as a dominant second language in China. The significance of learning English is emphasized by Chinese government continuously (Zhang, 2012); as a result, more and more parents are eager to improve their children's English proficiency.

In the vast majority of English classes, teachers play a dominant role in the teaching process, and the teaching method is teacher-centered. For example, it is common to use grammar translation which focuses on the teaching of the foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue (Jin & Cortazzi, 1998). During the 40-minute English lesson, teachers usually give students a lecture most of the time. There is little conversation between teachers and students, and students seldom ask teachers questions about their confusion during the class; instead what they do is taking notes in order not to disturb the class (Bond, 2010). Also, a class is usually composed of 40-45 students which means it is unrealistic for teachers to give each student enough opportunities to practice English during the class (Meng, 2009). Because of lacking opportunities for their child to practice English at school, an English-speaking environment, an appropriate teaching approach for Chinese students, students have not been able to acquire English successfully or improve their English proficiency well. Another factor is that because of Chinese test-oriented education system, students' scores represent everything. Hence, many after-schools institutions started providing supplementary tutoring classes for different subjects that aim to enhance students' performance (Wang, 2004).

However, after a period of time, parents realized that their Children were still anxious about communicating in English (Liu & Jackson, 2008). Even though many students could finish their homework very well according to their teachers' requirements and have good mastery of vocabulary and grammar knowledge, communicating with others in English is a real obstacle. Hence, students' parents believed that only people who grew up in the English-speaking environment know how to teach English in the most effective way (Rao, 2010). And these foreign teachers are expected to teach 'real English,' which can be useful if student study and live aboard in the future. Such an exploding demand has led to a greater need for well-educated and highly qualified EFL/ESL teachers. These teacher can usually find job placements and secure good salaries in China, especially in cities like Beijing and Shanghai (Stanley, 2013).

However, for these EFL teachers, knowing how to speak English doesn't mean that they know how to teach English (Krashen, 1982). A qualified EFL teacher is required to have much teaching experience and mastery of the explicit knowledge of English. They also need to know some basic information about teaching methods, lesson planning, writing tests, and adapting textbooks. But unfortunately, many foreign EFL teachers do not have these qualifications (Flowerdew, 2007).

In addition, what makes learning effective and enjoyable is interests (Park, 2003). When learners are interested in learning, they will be motivated to achieve their goals and might not be anxious. It's the same for acquiring a foreign language. Only if the students themselves are interested in the lessons planned by their teachers, they won't see studying language as a burden or a task. Moreover, when students enjoy the process of learning, learning can be very effective (Lei, 2007). Once students achieve their goals, they might be encouraged to work harder and to set another goal to achieve them, which is a sustainable thing to do. Hence, an interesting and well-organized lesson plan may have a positive influence on learning (Yang, 2008).

In conclusion, as the Chinese government pays more and more attention to English education, in order to provide children with better English-speaking environment and opportunities to improve their language proficiency, more and more parents choose to let their children participate in EFL courses taught by foreign teachers. But at the same time, a variety of problems have also been exposed. How to help these EFL teachers improve their teaching level and effectively deliver knowledge in a short time is what teachers should pursue; it is also the focus of this project.

Purpose of the Study

Trying to combine the theoretical knowledge that I learned from the MA TESOL program with my teaching experience in the College of Alameda to eventually benefit foreign teacher teaching English in China was my initial motivation to develop this project. The main purpose of this handbook is to provide communicative, engaging, and innovative lesson plan formats for these novice teachers so that they can teach effectively. The lesson plans that I intend to include in this handbook are reading, writing, listening, speaking, vocabulary and grammar. I will present these lesson plans in an integrated format. In addition to the lesson plans, I will also provide instructions for teachers on the effective implementation of these lesson plans.

For novice EFL teachers, the most direct and effective way to let them grasp the skill of planning a lesson is providing a handbook which includes detailed instruction for students at different language proficiency levels, teaching formats for different skills and lesson plan samples. Designing a formal lesson plan is not difficult, as long as it is planned according to the requirement of certain institution and of the syllabus. However, how to plan lesson plans that make students motivated and engaged from the first session to the last session is not easy.

Formats and lesson plan samples in the handbook are for intermediate level students; for beginning level and advanced level students, there will be detailed instructions to guide EFL teachers how to adjust the teaching content according to different language levels of students.

Theoretical Framework

This project's theoretical framework is based on The Communicative Language Teaching (CLT) by Michael Halliday.

CLT teaching method pays attention to how to help students use the target language under different situations and understand the functional use of the language. Different from the audio-visual method, CLT helps students to create meaningful language instead of acquiring perfect grammar structure or native speakers' accents. That is to say, the success of learning foreign languages depends on the level of learners' communicative competence. In contrast, in a broad sense, communication ability refers to the ability of learners to use the linguistic knowledge of grammar and sociolinguistics to achieve communication purposes (Littlewood, 1981).

The feature of CLT defined by David Nunan (1991) has been recognized by many people: 1) focusing on learning through interaction and how to communicate with the target language; 2) using real-life authentic context in learning situations; 3) providing opportunities for students to focus on the language and learning process; and 4) centering students' self-experience as an important part of classroom learning (McCarthy & Carter, 2006).

Under such a definition, any practice activity that can help students develop the communication ability used in real situations is regarded as a reasonable and helpful teaching activity. Therefore, the following classroom activities become quite common: group activities that

allow students to cooperate and communicate, language fluency activities that cultivate students' confidence, and role playing that allows students to practice and develop language (Jansem, 2019).

Once the focus is moving from how to use linguistic knowledge of grammar successfully to how to make efficient communication, then teaching through the target language will be encouraged and the interaction between students and teachers will be emphasized.

Communicative language teaching (CLT) is also called the communicative approach, which encourages teaching through the target language and emphasizes the interaction between students and teachers using “authentic texts” (Larsen-Freeman & Anderson, 2011). The reason why using real-life authentic context is important while learning is that it makes the knowledge students acquire from the classroom useful outside the classroom as well. Hence, the conversations between Chinese students and their EFL teachers belong to “authentic texts,” no matter if they happen inside or outside the classroom. This kind of effective interaction will deeply impress students, and it is the English knowledge that can be flexibly and directly used in life. This is the opposite of the situation of no interaction between teachers and students in the traditional Chinese classroom. Immersing students in the authentic text of English will greatly improve the efficiency of language learning (Anderson, 1993).

Moreover, the only way for students to communicate with their teacher is to speak English, which offers plenty of opportunities for students to speak and think in the English logic system and to focus on language learning itself. CLT expects students can eventually have their own way to acquire a language, which means they need to learn first, then think about it, and finally conclude the rule by themselves. This process makes learning effective to a great extent.

CLT also emphasizes the role of teacher as a facilitator, other than an instructor (Littlewood, 1981). In the traditional Chinese classroom, teachers play a dominant role while teaching. Teachers prepare the lesson plan according to their own experience or from their own perspective, and the content of the course is mainly grammar knowledge. Chinese English teachers believe that mastery of these rules can lay a good foundation for subsequent effective language learning. However, it will make their students afraid to make mistakes, which results in rare communication with teachers (Shi, 2009). It's well-known that learning grammar rules is not an easy task at the beginning of learning a foreign language, so students will lose their interest in learning English gradually, which is contrary to the discipline of CLT. Teacher are not supposed to be instructors for their students; they need to encourage their students consistently and get interested in learning a new foreign language (Jansem, 2019).

Significance of the Project

This handbook is significant because it enables novice native English-speaking teachers in China to teach effectively which can lead to improving English language acquisition among the students.

In most of the traditional classes in China, a majority of the English teachers are Chinese. Quite likely in such an environment, only a small number of English teachers will use the target language to teach, so most of the children will not have the opportunity to communicate with their teachers, classmates, and parents in English; they only have the chance to practice English in class (Lynn, 1986). And because of China's large population, 40-50 students are in each classroom, which means that on average, each student has fewer opportunities to practice English. That's why even though English education in China starts at a very young age, many students still cannot speak fluent English until they graduate (Jin & Cortazzi, 1998).

As the Chinese government pays more attention to English education, students' parents also realize the importance of the English-speaking environment; so all these needs give these foreign teachers many good opportunities to teach in China (Stanley, 2013). In these EFL classrooms, students can only communicate and interact with teachers through the target language. Also, the classroom usually does not have too many students (usually about 3-10 students), so each student has more opportunities to practice English on average. Also the classroom has a better atmosphere for learning English (Rao, 2010).

For most inexperienced foreign teachers even without a detailed lesson plan, students will learn something in their class. After all, students will probably have an English-speaking environment that gives the opportunity to speak English. However, to make students relaxed and be interested in English class from the beginning to the end, the teachers must be well-prepared and be able to firmly grasp knowledge in this environment (Lei, 2007). These teachers are expected not only to deliver knowledge but also to be better prepared to teach.

The author's project can benefit novice teachers on how to design a lesson plan in the most direct way, because there is not only a single language ability training lesson plan and format in author's handbook. And also, a good lesson cannot be filled with single ability training activity. For example, using listening comprehensive activity to practice students' listening skills from the beginning to the end of the lesson could make students suffer. In contrast, the example lesson plan in this project is presented in an integrated way that combines listening, speaking, reading, and writing with grammar and vocabulary training activity. In order to make students have more interest in learning English and acquire it more efficiently, the content of the author's lesson plan also takes cultural elements into account to enable students to have a better understanding of the

foreign culture. Cultural learning is regarded as a very important part of language learning (Ali, 2015).

In addition, as mentioned above it's important for those EFL teachers to have a good ability to teach 'real English,' choose the appropriate teaching method to raise students' learning interests, design a high-quality lesson plan with a variety of activities, and master explicit knowledge of English. However, not many researchers have focused on the importance to design a cultural-combined high-quality lesson plan and how to design it by providing an integrated lesson plan with the format and instructions on how to use it.

In summary, the direct beneficiaries of this project are foreigners who teach English in China. They can learn how to design lesson plans as well as learn Chinese culture and Chinese students when preparing their lesson according to the format presented in my handbook. However, the indirect beneficiaries are students. Chinese students will acquire knowledge that they wouldn't acquire in traditional English classroom.

Definition of Terms

ESL: ESL is a usual abbreviation that represents "English as a Second Language." Schools apply the term while depicting the programs which educate students who are not native speaker of English language and for depicting the ESL students themselves.

EFL: EFL stands for "English as a Foreign language." Schools use this abbreviation to describe people whose first language is not English.

TESOL: It means "Teaching English to Speakers of Other Languages."

CLT: CLT stands for "Communicative language teaching," or the communicative approach, which is a teaching method for language teaching that emphasizes interaction between teachers and students as both the final objectives and means of learning.

Authentic learning: Authentic learning is an instructional method allowing students to discuss, explore and build relations and concepts under certain contexts. It also involves real-world issues and matters which are related to learners' daily lives in the field of education.

Listening comprehension activity: Listening to audio texts is another good “read-aloud” activity, providing plenty of changes for developing students' listening skills.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

China has gradually become a part of the worldwide English-speaking country, which is related to the fact that the passion for learning English has been growing at an unexpected pace in China during the past decade (Kequang, 2009). This has led to a tremendous demand for hiring foreign EFL teachers in China. However, social media exposed these problems gradually (Pae, 2017). Teaching Chinese students by those foreign teachers has not resulted in enhancing the learning effectiveness of students. The lack of explicit knowledge of English, well-prepared lesson plans, and familiarity with Chinese students and other reasons make those foreign teachers feel anxious and unconfident while teaching in a foreign environment (Stanley, 2013).

This literature review intends to provide substantial evidence for opinions from other researchers in the authors' project. It consists of three main parts. The first part introduces the background of English education in China and its existing problems, in order to help grasp the significance of this project. It concludes with students' perspective of the advantages and disadvantages of taking foreign teachers' classes. This part showed that a project could help those teachers become well-prepared, and let the students have opportunities to acquire knowledge inaccessible from a traditional classroom. The third part includes the factors that affect the effectiveness of student's learning process and contains lesson planning, high expectations and teaching approaches. Each factor cannot be dismissed and ignored by either foreign teachers or Chinese teachers. The importance of each factor and their relationship to effective teaching and the author's project will be discussed.

Background of English Education in China

English competency has obtained rising significance and attention in China over the past 30 years and achieved an unprecedented level after China claimed the opportunity to stage the 2008 Olympic Games. Plenty of Chinese researchers have the opinion that suggesting English as a common second language could be traced back to at least 30 years (Keqiang, 2009). The Ministry of Education of the People's Republic of China issued the National English Language Teaching instruction in 2001, so as to direct English learning and teaching according to schools' different levels in China. The instruction also declared that an English course should be taken as a requirement throughout the entire six years elementary school period (Flowerdew, 2007).

Along with China's interactions with other foreign nations gradually by means of business, diplomacy, scientific study, and other realms, it has experienced the necessity for acquiring English as the most widely used second language and an official language in nearly 60 sovereign countries (Zhang, 2012). In short, the significance of learning English is emphasized by the Chinese government continuously, and the effectiveness of Chinese teachers of English has accordingly become a focus of attention.

However, on the premise that the Chinese government emphasizes the importance of learning English, Chinese students started learning English since very young until getting into college. Yet, they still couldn't speak fluent English. This phenomenon made many scholars think about whether there were some severe deviations in the students' learning process and started to determine the reasons (Claire, 1997).

In most Chinese traditional classrooms, it can be observed that teacher-centered and knowledge-based teaching methods are commonly used, which means teachers play the most crucial role in classroom learning. Also, they have the right to decide what students will learn, how they learn, and how they are going to be assessed (Flowerdew, 2007). In the process of teaching, teachers mostly give students a 40-minute lecture, students seldom answer questions and communicate with teachers; instead what they do is take as detailed notes as possible (Epstein, 1998). On the contrary, Western teachers prefer conducting a student-centered and skill-based approach in which they encourage their students to form their own learning style and be responsible for themselves; therefore, a variety of activities are used to raise students' interests in learning (Beishuizen, 2001). Most importantly, the teacher's role is not an instructor but a facilitator. That is the main difference between Chinese and Western classrooms.

By analyzing the deeper cultural reasons, researchers found this was derived from Chinese traditional Confucian teaching values, which is "Zun Shi Zhong Jiao." Confucianism emphasized the importance of respecting teachers. The status of Chinese teacher is very high as determined by the thousand years old ideology, resulting in Chinese students respecting their teacher as well; the teachers' high status is also emphasized in Confucian heritage values (Tweed & Lehman, 2002). Under the influence of such cultural values, good Chinese students are considered as volunteering opinions, correctly answering teachers' questions, obeying the instruction of teachers without doing anything that might disturb classroom regulation, and making an effort to avoid errors (Simpson, 2008). Chinese teachers assume that 'mistakes' imply that learning has not been successful, which might result in strenuous acquiring in the future. Besides, excellent Chinese students are also expected to be well-prepared before classes, and they are considered to have the ability to have autonomous studying and thinking ability (Jin & Cortazzi, 1998). In order to fulfill

these requirements, students get used to study alone without consulting their teachers or their classmates. The typical situation in which Western students work together to solve a problem is infrequent in the Chinese classroom. Finishing teachers' assignments is the only motivation for students to learn a foreign language. However, as time goes by, students will gradually lose interest in learning English (Boyle, 2000).

On the other hand, excellent Chinese teachers are considered to be knowledgeable enough to combine their personal teaching experience and knowledge into practice and to answer each question of learners correctly (Flowerdew, 2007). Trying their best to raise the interest of student learning, using effective teaching approaches, and arranging various kinds of activities is not the most foremost thing for them to do. Chinese teacher prefers giving students a lecture, in order to reach the teaching guide requirements from school; so much knowledge is expected to be covered in just one teaching session which is not appropriate for students to absorb at a reasonable pace (Wang, 2004).

During English classes taught by Chinese teachers, it is observable that the exercises teachers use is relatively repetitive because they mainly use one textbook. Also, the part of practicing spoken English in class will be replaced by practicing grammar that students are expected to remember the rules of a language first and then to use it (Stanley, 2013). Chinese English teachers apply different teaching methods compared with foreign teachers. The English lesson that is taught by foreign teachers emphasizes macro skills. For example, they focus on students' communicative ability and teach students reading for the gist. Whereas Chinese teachers focus on micro-skills, such as grammar knowledge which is a 'separate language item' (Shi, 2009). This explains why Chinese students have good reading and writing skills rather than listening and speaking skills.

Besides, this phenomenon is strictly relevant to the fact that the Chinese classroom usually has a large size at both elementary and middle schools. Furthermore, the class size could range from 30 to 70, but usually are 50 to 60 (Jin & Cortazzi, 1998). It's impossible for teachers to give each student equal opportunity to participate in the classroom activity. Even just letting students work as a group to communicate is not always workable. On the other hand, the lack of opportunity to practice English and the English-speaking environment for students do not make Chinese teachers and schools pay too much attention to it. Because oral assessment is never an important part of the Chinese education system, there is no necessary oral test, whether in high school or college entrance examination (Ragoonaden & Akehurst, 2013).

In fact, Chinese students appreciate the opportunity to actually use the language and become familiar with Western culture; they also have the desire for taking an interesting oral English class (Boyle, 2000). In some interviews, the interviewees are elementary school students who described their English teacher as 'delivering knowledge only at the basic level' and 'being very inexperienced at teaching' without entertaining the students or facilitating students' understanding of 'real English' and Western culture (Lynn, 1986).

At the same time, a steadily rising number of foreign teachers have been coming to China to teach English and are hired by institutions or schools (Pae, 2017). That is understandable because students and their parents believe that only people who grow up in the English-speaking environment know how to teach English interestingly and effectively. Moreover, students have many opportunities to communicate with foreigners practicing their spoken English. Such a huge demand for foreign teachers has resulted in a greater need for well-educated and highly qualified EFL or EFL teachers (Stanley, 2013).

Indeed, one could contend that the most suitable teacher for acquiring a foreign language is a native speaker under the prevailing worldwide situation of English language learning. Some researchers indicate that there exists a mainstream belief that native speakers of English are supposed to be the best teachers in the realm of English education (Boyle, 2000). What they say is supported by authentic and authoritative facts. Moreover, native speakers are believed to have their talent in the field of language teaching. They not only possess a talent in teaching proper and practical English, but also they know how to teach English appropriately as well (Rao, 2010).

However, the role of foreign teachers has been criticized and doubted from pedagogical, sociopolitical, and linguistic viewpoints recently (Stanley, 2013). Many parents have complained in social media that they have paid too much money to English learning institutions for taking foreign teachers' EFL lessons without any noticeable improvement in their children. For students themselves and their parents, they might think this is a waste of money and time. Phillipson (1997) supports the narrative that 'native speaker priority' is a fallacy that has not been proven by any scientific evidence (Phillipson, 1997). Claire (1997) likewise doubts the idealization of native speakers. Moreover, she ascribes it to the significance that is identified for communicative competency in foreign language pedagogy. In effect, many researchers have shown that native speaker identity is neither a privilege of birth nor education. Also, the significant problem is how qualified EFL teachers are disregarding non-native speaker identity or native speaker identity (Claire, 1997).

Studies in the U.S and the United Kingdom have identified the features of a qualified foreign language teacher as engaging the students in application and exercise of the target language, generating a terrific foreign language atmosphere, applying suitable materials, and so on

(Flowerdew, 2007). Bailey and Pasternak's framework (2004) is applied to define the knowledge foundation of an EFL teacher. That is, teachers are expected to be knowledgeable about the target language and to have the capability to do so in the field of declarative knowledge of the target language system and the ability to teach it properly under a specific context (Jin & Cortazzi, 1998). Similarly, experience in EFL teaching is more or less required for a teacher who hopes to develop their career in China. Because many facets of the jobs require a degree of adaptability and composure, it is gained merely by teaching experience. It has to be made clear that these foreign teachers may not have earned a masters' degree in Applied Linguistics or its equivalent; unfortunately, they are not qualified. Again, knowing how to speak English does not mean that they know how to teach English. (Beishuizen, 2001)

Benefits and Problems in Attending EFL Classes with Foreign Teachers

Benefits

Above all, what Chinese students desire most are the continuous effective language input and a high level of authenticity of the target language provided by foreign teachers in class. (Boyle, 2000) Also, beautiful intonation and pronunciation make students think that listening to foreign teachers' idealistic English is the most delightful thing for them participating in their class. As a result, foreign teacher themselves have to be seen as a trustworthy resources from the students' perspective (Flowerdew, 2007). Unfortunately, most Chinese teachers do not have proper pronunciation; if students get used to listening and understanding nonstandard English pronunciation, they may not acquire the 'real English.'

Moreover, how to use the language correctly in the English-speaking country has been a main concern in foreign language acquisition (Shi, 2009). Foreign teachers are welcomed in China mainly because they have critical information about the usage of English. In effect, foreign teachers' cultural awareness facilitates students' English learning process at great extent. Also, foreign teachers' mastery of the English-speaking country's culture can be very beneficial for students to understand while interacting with native speakers (McKay, 2004). Without the familiarity of the target languages' cultural background, students may find it arduous to understand the English language and keep learning with enough interest.

Finally, foreign teachers usually have new methodological ideas in the process of their English teaching. Many students express that these teachers use a variety of appropriate teaching approaches, which to great extent, have improved students' English-speaking ability and raised students' interest in learning English. On the other hand, these new insights are not commonly accepted and used by Chinese teachers (Simpson, 2008).

Problems

Firstly, many students complain about the insensitivity of foreign teachers to their linguistic problems, such as grammar knowledge, which could be seen as the most obvious impediment to students' effective acquisition in class. The reason is that teachers have not experienced the complicated process of learning English as a foreign language (Phillipson, 1997). Also, they do not have in-depth perception of Chinese students' typical troubles, resulting in not being able to predict the linguistic difficulties for Chinese students while learning English (Nemtchinova, 2005). Moreover, a mismatch between the teaching style and learning style causes obstacles for students to acquire English successfully in classes taught by foreign teachers. In one study, several students

claimed that the foreign teachers' teaching style and classroom performance of foreign teachers did not make students feel comfortable, meaning that their style was completely different from the Chinese teachers' style (Rao, 2010).

Besides, in most listening or reading classes, it is evident that foreign teachers rarely take notice of linguistic details' analysis (He & Zhang, 2010). By reason of the Chinese particular test-oriented system, explaining and analyzing the whole article sentence by sentence combined with linguistic knowledge would be more helpful for Chinese students. Moreover, foreign teachers' open style, to a great extent, conflicts with that of Chinese teachers, which makes it challenging for Chinese students to adapt (Wang, 2004). Finally, it was not difficult for foreign teachers to teach an exciting and fun class because most of them had a good mastery of communicative skills. Hence, they designed different kind of games, roleplays to entertain students and made the atmosphere of classroom active (Flowerdew, 2007). However, they neglected to consider students' opinions toward this. Instead, students preferred focusing on the required content from the curriculum and having a clear objective before each lesson.

Finally, the unfamiliarity of foreign language EFL teachers with Chinese culture could also be seen as a severe problem (Clayton, 1998). Chinese students expect their teacher to behave properly and appropriately, at least in the classroom. However, some foreign teachers sometimes do not come to the class on time and dress decently, which has confused Chinese students (Simpson, 2008). Besides, they usually explain problematic concepts without using local examples, which makes it hard for Chinese students to understand. Teachers could avoid this problem if they were familiar with the local culture.

Factors Affecting the Effectiveness of the Learning Process for Students

High expectations

A qualified EFL teacher is supposed to set high expectations for students, which should be delivered to students through efficient communication. Those teachers ought to set a challenging task and inspiring their students in order to raise their interest in learning and deepen their understanding of specific knowledge (Rubie-Davies, 2015). Making a clear objective for students is a required procedure before each lesson for an effective EFL teachers; at the same time, the appropriateness of the learning objective should be also taken into account. The learning objective is supposed to be adjusted according to students' different language levels instead of setting the same objective for the students (Heather, 2018). At a low degree, this means teachers expect distinct outcomes from students of variable ability. On the other hand, teachers have excellent skills to apply and understand a broad repertoire of ways of differentiation so that they are capable of tackling the necessities of more and less able students (Flowerdew et al., 2007).

Krashen's (1982) input hypothesis claims that students improve their acquisition of knowledge of the language only if they understand language input slightly progressive than students' current level. Krashen called this input's level " $i+1$ ", in which " i " represents students' current language level and " $+1$ " represents the appropriate next level for students' language acquisition. The objective at the " $i+2$ " level or " $i+10$ " has no difference in leading to unsuccessful acquisition for students. This hypothesis again emphasizes the importance of setting appropriate objects for different students (Krashen, 1982).

Lesson planning

Many researchers point out that the lesson plan plays an essential role in creating an active studying environment (Sahin-Taskin, 2017). Teachers are supposed to set a pleasant studying environment that helps students learn more effectively, For planning strategies the content of the materials, timing is the key factor and prerequisite of providing such an environment (Brittin, 2005).

The most precise, understandable, and significant definition of lesson planning is: "Lesson planning is the process of taking everything we understand about learning and teaching, everything we are sure about our students into account, and placing them together to generate a detailed map for what the lesson time might look like." (Purgason & Kitty, 2013) A good lesson plan helps teachers gain a clear framework for bringing their students to a final learning destination (Vdovina & Gaibisso, 2013).

There are external and internal reasons to plan a lesson (McCarthy & Carter, 2006). Teachers plan for internal reasons to gain confidence, to become more familiar with the content of the lesson, to predict problems that might happen in the class, and to make sure classes will run successfully. On the other hand, teachers plan for external reasons to meet the requirements of supervisors, to satisfy the anticipation of principals, and to direct a substitute teacher. Lesson planning is particularly significant for novice teachers for the reason that they might view it as a necessity to be in control before the class starts.

"Before, during and after class" is a three-phase process that is made originally out of a concept: lesson planning (Purgason & Kitty, 2013). Before the class, teachers consider the content

of materials, timing, and sequencing in view of who is the audience, and what are the teachers' objectives as they predict their class. In the process of teaching the class, teachers may predict the possibility in advance if their plan does not function well. In that context, a teacher ought to either go back to prepared activities which should be involved in the contingency plan or improvise something feasible. After the class, it's worthy for the teacher to make some reflections and check over his/her lesson plan deliberately, which could provide them with better insight into what was gained during the class (Sahin-Taskin, 2017).

Teaching methods

Western and Chinese teachers apply relatively different teaching pedagogies (Jin & Cortazzi, 1998). Chinese teachers tend to emphasize the linguistic knowledge of English, teacher-centered atmosphere, and outcomes of different kind of tests. They also tend to pay much attention to the textbook, which is a common phenomenon throughout the entire country. According to related data, there are nearly 350,000 middle schools, and most of them use the same textbook, which is 'Junior English for China' (Wang, 2004). The requirement of the schools' curriculum expects Chinese teachers to pay much attention to linguistic knowledge, such as grammar structure and vocabulary. Most importantly, teachers are under pressure to try try their best to improve students' exam outcomes due to the Chinese test-oriented system (Ragoonaden & Akehurst, 2013). Hence, it is not hard to understand why Chinese students appreciate attending foreign teachers' classes because foreign teachers prefer focusing on the skills and practical usage of the target language, the process of acquiring the progress of students, and student-centered classroom atmosphere.

Choosing an appropriate pedagogy is of great importance for two main causes in China (He & Zhang, 2010). First of all, China owns the largest language applying population. Secondly, this

largest population prefers using China English with cross-linguistic effects from their first language, which is Chinese. Because of this impact, China English is unlike standard English, though its origin is from standard British or American English models. Global English researchers have the opinion that Chinese students ought to acquire English based on a China English model; a native-speaker model is supposed to be supplementary with linguistic aspects of China English at best (Pae, 2017).

Also, Chinese students have their own style while thinking, studying, and asking. Moreover, these cultural features start to occur with the demands of education and early socialization patterns. During their lessons, Chinese students seldom actively participate in group discussion, and seldom communicate with teachers (Bond, 2010). However, some students may ask questions in private after the class because they do not want to share the answer with others. Also, some other reasons exist. Chinese students state that it is because they do not want to disturb the lesson or waste others' time (Meng, 2009). Moreover, they respect the teacher at a very high level and do not want to bring problems to the teacher. Chinese students usually explain or talk in the classroom on the premise that their statement is well-prepared in their mind. Nevertheless in the Western classroom, communication between students and teachers tends to be more spontaneous (Rao, 2010).

In recent years, many communicative teaching methods emphasized the importance of applying active usage of dialogue (Anderson, 1993). It requires students to work as a team and pair under specific social interaction context. Whereas many Chinese teachers in China possess a certain degree of familiarity with these methods, they are uneasy to apply these methods because of the large class size in the Chinese classroom (Jin & Cortazzi, 1998). The active involvement

that is pursued becomes harder to maintain with the rising number of learners. Larger classes challenge the teacher's capability to promote individualized learning.

Culture as a part of social process deals with communication among people under certain conditions and language uses. A lot of people are eager to acquire more than one language for communicative purposes in their academic and professional career (Clayton, 1998). Moreover, the process of acquiring a foreign language requires one to exercise linguistic forms and requires one to have a better understanding of the target language's culture in order to be involved in intercultural communication (McKay, 2004). Therefore, it is significant to increase awareness and offer cultural context for learners to improve proficiency in intercultural communication of target language. For many years, most Chinese students still have communication barriers after many years of English learning, due to the lack of intercultural communication ability (Alptekin, 2002). Therefore, the advantage of the cultural background of foreign teachers is highlighted in improving students' intercultural communication ability. Foreign teachers can naturally integrate their national culture, history, social customs, and other knowledge into English teaching. Moreover, students can obtain real cross-cultural communication experience in the process of communication with them, which is not possible for Chinese teachers who lack overseas study experience (Rao, 2010).

Culturally relevant pedagogy (CRP) has been as a theoretical approach that copes with students' achievement. It aims to look at essential perspectives challenging unfairness or judgment that might happen in schools or other institutions; meanwhile, it helps students to accept their cultural identity (Ladson-Billings, 1995). In the domain of English Language Teaching (ELT), researchers have shown that language learners encounter difficulties in communicating language

under a specific context. Many institutions concentrate on improving listening, speaking, reading, and writing ability (Ragoonaden & Akehurst, 2013). Nevertheless, cultural relevant pedagogy has not been widely accepted or integrated in most language learning programs. Furthermore, the understanding of target language culture improves proficiency in communicating, which also raises awareness about the language's use in intercultural communication (Ali et al., 2015).

Indeed, we ought to check carefully at credibility and validity of many Western language learning models before accepting them entirely, because the contextual and cultural impact on the learning and teaching progress is complicated (Flowerdew, 2007).

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

The author designed this handbook for novice EFL teachers, mostly from the U.S and England, in China so that they can be well-prepared before they teach each class. A qualified EFL teacher ought to be responsible for their students and deliver the knowledge effectively. Also, they need to have a good mastery of linguistic knowledge, teaching strategies, lesson planning. According to what I stated in Chapter 1 and 2, many teachers are not qualified, unfortunately. This handbook mainly focusses on assisting these teachers by providing communicative, engaging, and innovative lesson plan formats which contain reading, writing, listening, speaking, vocabulary and grammar sections, followed by an integrated lesson plan as a sample for teaching intermediate level students. Besides, this handbook also offers instructions for teachers on the practical implementation of these lesson plans. Because they might meet beginning level and advanced level students, teachers need to pay attention to how to adjust the difficulty for the different students. This handbook is significant because it enables novice native English-speaking teachers in China to teach effectively, which can lead to improve students' English language acquisition. The handbook mainly consists of three central parts: 1) lesson plan formats and sample for intermediate student, 2) instructions on effective implementation of lesson plans for beginning level students, and 3) instructions for advanced level students.

The first part contains six sub-section, which are teaching vocabulary, listening, speaking, reading, grammar, and writing. Warm-up activity will be found at the beginning of each sub-section. In some research, many students complained that they felt bored when their teacher used the same activity or teaching strategies over and over again. Unfortunately, not many teachers paid

attention to this problem, and they did not care too much whether their students feel motivated or engaged in the activities offered in class. It is necessary to find a way to keep students' interest in the learning process (Epstein, 1998). Using warm-up activities can be seen as an effective way to solve this problem. They motivate the students to participate in class activities, activate the students' background knowledge, help the teachers interestingly introduce a new topic, and maintain the students' attention (Pae, 2017). Usually, teachers use warm-up activities such as questioning, reviewing content from the last session, and chatting with students. However, using jokes, songs, videos, stories, games can work better for making the classroom environment energetic and exciting.

Moreover, letting students know what they will learn and what is the objective is of great significance. Learning objectives are also a way to establish and articulate academic expectations for students, so they know exactly what is expected of them. When learning objectives are clearly communicated to students, students will be more likely to achieve the presented goals. However, when learning objectives are absent or unclear, students may not know what's expected of them, which may then lead to confusion, frustration, or other factors that could impede the learning process. Learning objectives are also a way for teachers to structure, sequence, and plan out learning goals for a specific instructional period, typically to move students toward the achievement of more extensive, longer-term educational goals, such as meeting course learning expectations, performing well on a standardized test, and so on.

Furthermore, the reviewing part will be arranged at the end of each sub-section. At the end of each session, students might feel tired with all the knowledge mixed together in their minds. Some active reviewing activity helps students organize and consolidate this knowledge. It is well-known

that learning and acquiring does not happen overnight, which means reviewing at the right time is also essential. Besides, once students can apply this knowledge flexibly in their daily life by reviewing them on time, they can build confidence and be encouraged to learn more.

Personally, after introducing how to teach listening, speaking, reading, and writing for novice EFL teachers, they might have a general idea in their mind. Then, the following integrated lesson plan will give them a clear and detailed image about how to design a thorough session. Because this is an instructional handbook for teachers, teachers will find a detailed explanation about how to implement each activity under each sub-section.

For Part 2 and Part 3, although the lesson formats for teaching different skills will not change much, the teachers need to learn how to deal with students with different language proficiencies and how to adjust the difficulty level of content. It is not possible to use the same reading materials for teaching both beginning and advanced levels of students in their reading comprehension ability. Also, the activity which is suitable and exciting enough for teaching beginning-level students will not fit advanced level students. Hence, these two parts play a significant part in assisting EFL teachers to become well-prepared and qualified.

All in all, EFL teachers need to focus on many aspects in improving their teaching skills. This handbook emphasizes helping teachers to become well-prepared in designing a thorough and interesting lesson plan, which can engage and encourage students to enjoy their learning process.

Development of the Project

When I designed these lesson plan formats, I always put the vocabulary part at the very beginning. Having a strong foundation in vocabulary is of great importance for learning a foreign

language for students. Because a whole article consists of many paragraphs, consisting of many sentences. Numerous words make up sentences. Hence, if students cannot understand the meaning of separate words, they cannot understand the gist of an article either. Especially for Chinese students who dislike foreigners that have grown up in an English-speaking environment, the fastest and most direct way for Chinese students to learn a foreign language is to learn the vocabulary. At the same time, most Chinese students have excellent memorization skills.

Based on my experience, many English teachers did teach vocabulary at each session. However, the way they teach might not be interesting enough to impress students, and students will not remember these words firmly in their minds. For example, in order to save time, teachers might explain the meaning of words directly in Chinese while translating the reading or listening materials for their students. Also, if teachers teach vocabulary separately, they will not use multiple ways or exciting activities to teach. Moreover, students might be confused about different forms of a word, such as "confused" and "confusing"; they also may do not know the synonyms of the word. In my handbook, I will provide several interesting activities with teaching tools like pictures and quad cards for teaching vocabulary effectively, and the instruction for applying them for foreign EFL teachers will also be provided.

Compared to listening and speaking proficiency, Chinese students are more skilled in reading and writing, given that they lack the environment to practice. Also, they have rare opportunities to be exposed to the English language environment. It is well-known that only if students have enough and efficient input so that they can create efficient output, such as talking or writing to the foreigner. When I design the listening lesson plan formats, I prefer using the material that is authentic and interesting, which can catch students' attention, as they happen in students' daily life.

Furthermore, because students are already familiar with the new words, it is not hard for them to understand the entire material. Also, students will get several focus questions before listening. Students take these questions in mind while finding the answers in the materials results in improving their understanding of the context. The following multiple activities can be seen as an effective way to check their understanding of the context. Videos and games will be used as an auxiliary tool to diversify comprehensive listening activities.

Oral assessment has never been an essential part of the Chinese education system. There is no required oral test, whether in high school or college entrance examination. For this reason, Chinese students seldom have opportunities to practice their spoken English. However, for those students who are about to study abroad in the future, if they cannot communicate with people in English, they can hardly do anything. In foreign teachers' English classroom, the only language used in communication is the target language, which is English. Hence, in order to take advantage of this English-speaking environment, I designed activities that are suitable for Chinese students to practice speaking skills. Some Chinese students are shy or not willing to express themselves or to answer questions in front of the classroom; if teachers force them to do so, they might be anxious and afraid of learning English. Considering these factors, the requirement of conducting these activities is to lower students' anxiety first and then give them more opportunities discussing with their partners or among study groups.

For the reading sub-section, using comprehensive activity to check students' understanding of the entire article is necessary. How to engage students and attract them by reading the materials is emphasized by this handbook. Most importantly, ensuring what students are about to read is very interesting and authentic. Hence, the reading materials ought not to be abstracted in the field

of geography or anthropology, which might make students feel stressed. Also, diversifying the comprehensive reading activities. Many teachers only use multiple choice checking students' understanding. However, Bloom's taxonomy questions can greatly evoke students' critical thinking ability, and let students retell the story is another right way to check understanding. Finally, teachers are supposed to teach students the skills to understand historically the gist of the reading material instead of analyzing words by words and sentences by sentences.

Many educators have criticized Chinese teachers for paying too much attention to teaching linguistic knowledge, such as grammar knowledge. However, Chinese students grow up in an environment without enough foreign language input, and it is well-known that English is a rule-governed language. Hence, there is no doubt that the fastest and most effective way for Chinese students to acquire a foreign language is to learn its rules. In the traditional English classroom, students are expected to remember these rules successfully first; then they can improve other skills based on their strong grammar foundation. On the other hand, students complained that they had a hard time dealing with numerous grammar rules, which confused them. Considering these aspects, foreign EFL teachers ought to make students themselves sum up the rules after they finished reading or listening activities. Of course, teachers could guide or facilitate them to find the correct rules, instead of instructing them.

Writing is another meaningful way for students to produce efficient output. In the traditional English classroom, teachers give students one topic; then, students are expected to finish a short essay around 150-300 words. Unfortunately, it makes students see writing as a burden, which means students will not enjoy the process of writing. However, foreign teachers have the optional choice to multiply the way of writing. For example, they can ask their students to compose an

original story with the requirement of using the new vocabulary students just learned from the above part.

When I designed the lesson plan sample, which contains all the sub-sections, I realized the importance of choosing one particular topic which can result throughout the whole lesson plan. For example, the teacher has a core topic, which is "restaurant manner," and no matter in designing which sub-section and choosing appropriate materials, the topic should always be around restaurant manner instead of other topics. Hence, when students try to review knowledge, their mind will have a clear focus.

The Project

The project, in its entirety, can be found in the Appendix.

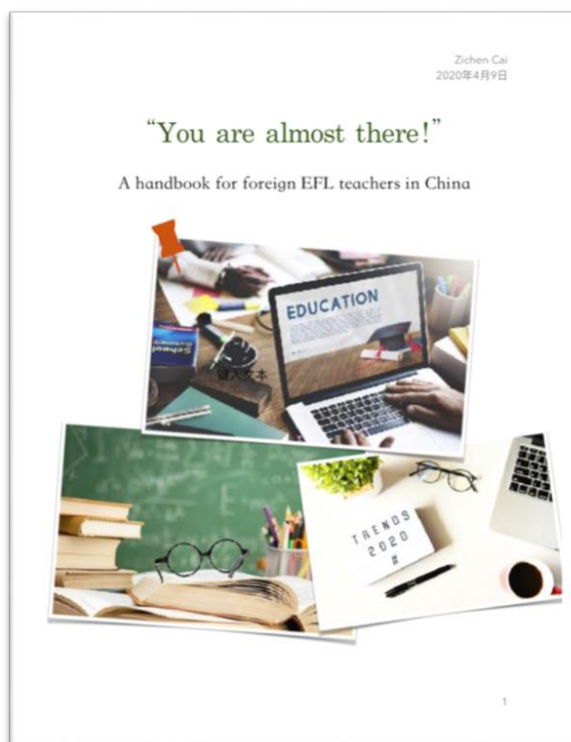


Image 1. Cover Page of Project. Made by Author.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This project aims to solve the problem that foreign EFL teachers might not be well-prepared before they teach and have no idea about how to teach Chinese. The primary reason that pushed me to accomplish this project was because of my personal experience of observing class as a teaching assistant. What impressed me was that these foreign teachers did not prepare well or have a general framework about the lesson itself, which results in inefficient learning for students. Students gradually lost their interest in learning a foreign language. This phenomenon was common, and it was reflected by plenty of students' parents. It was because these parents believed that people who grew up in the English-speaking environment knew what the 'real English' was and how to teach it. They trusted that these foreign EFL teachers could be the best English teacher. However, once they could not see the apparent progress that happened on their child, they might think it was a waste of money and attention. Many researchers did plenty of studies to find out what are the factors that might cause this to happen, and I collected and summarized them mainly in three parts.

Firstly, the reason why native English speakers were welcomed in China was closely related to the fact that the shortage of traditional English classrooms taught by Chinese teachers. Most Chinese students started learning English since primary school. However, they could not speak fluent English even when they got into college, which we called it "dumb English." On the other hand, the importance of acquiring English as a second language was consistently emphasized by the Chinese government since many years ago. Hence, there must have something inappropriate happened in traditional English class, such as the inappropriate teaching method, the inactive learning atmosphere, overloaded homework.

Chinese teachers always use teacher-centered teaching methods. For example, grammar-translation, which pays attention to explaining the grammar of the foreign language first by lecturing the rules of it with some examples, and these rules will be taught and translated in students' mother tongue. Using this method will not encourage students' desire to learn more. Besides, students tend to obey all the instructions from their teacher because the teacher-centered teaching method implies that teachers play the most crucial role in the classroom, and it is also because of teachers' high status in China and traditional Chinese values of respecting teachers. For Chinese teachers, the primary purpose and objective of their class are to improve students' scores instead of helping students to acquire a foreign language because of the Chinese particular test-oriented system. As time goes by, students might regard learning English as a burden and lose their interest. Moreover, the neglect of oral assessment makes Chinese students have fewer opportunities to practice spoken English in the class, and teachers always translate all the materials into Chinese and explain in Chinese, resulting in lacking English-speaking environment.

Some researchers indicate that native speakers of English are supposed to be the best teacher in the realms of English education (Pae, 2017). Students' parents believe that these foreign teachers not only possess a talent in teaching proper and practical English, but they know how to teach English appropriately as well, at the same time, students will have opportunities to practice English. Hence, such a huge demand for foreign teachers results in a lot of foreigners are welcomed to teach English in China. However, unfortunately, most of these teachers are not qualified. Krashen claims that knowing how to speak English does not mean knowing how to teach English.

In the second part, I discussed the benefits and problems of attending foreign teachers' EFL classes for Chinese students. Those benefits and problems were analyzed mostly from students' perspectives by plenty of researchers, which were reliable and authentic resources. Although this

project is designed for novice foreign EFL teachers, students are the beneficiary. Hence, it is always essential for teachers and researchers to take students' opinions into account. Learning from previously existed problems in the classroom could help novice EFL teachers avoid making mistakes when they teach.

Speaking of the benefits, what Chinese students desired most were the continuous effective language input with standard pronunciation. More importantly, Foreign teachers have a good mastery of the usage of English. Foreign teachers' cultural awareness also facilitated students' English learning process, because students would find it hard to understand the English language and keep learning with enough interests without the familiarity of the target languages' cultural background. Teachers usually use new teaching methods or combine one or two to raise students' interest in learning English.

On the other hand, many students complained that teachers didn't have explicit linguistic knowledge, and they were also not able to predict the linguistic difficulties for Chinese students. Moreover, a mismatch between the teaching style and learning style caused obstacles for students to acquire English successfully. Moreover, their teaching style was completely different from the Chinese teachers' style. Besides, students preferred having a clear objective before each lesson, but those teachers usually neglected to consider about it. Finally, teachers' unfamiliarity with Chinese culture could also be seen as a severe problem. Chinese students expected their teacher to behave correctly and appropriately, at least in the classroom.

The third part explained the factors that affect the effectiveness of the learning process for students, which include high expectations, lesson planning, and teaching approach. A qualified EFL teacher is supposed to set high expectations for students. They ought to set a challenging task to inspire their students in order to raise students' interests in learning (Rubie-Davies, 2015).

Making a clear and appropriate objective for students is also necessary for EFL teachers to do. The objective should not be too easy or too difficult for students to achieve, and teachers are expected to adjust the objective according to students' different language proficiency.

Plenty of researcher state that lesson planning plays an essential role in students' learning process. There are external and internal reasons to plan a lesson (McCarthy & Carter, 2006). Teachers plan for internal reasons to qualify classes to run successfully, and so on. On the other hand, teachers plan for external reasons to meet the requirement of schools. Lesson planning is particularly significant for novice teachers for the reason that they might view it as a necessity to be in control before the class starts.

Western and Chinese teachers apply different teaching pedagogy, and it is essential to choose an appropriate teaching model, particularly for teaching in China. Although plenty of western teaching models are advanced and progressive, we should check carefully at the validity of them before accepting them, because cultural impacts on the learning and teaching progress are complicated in China. Culture learning, as a part of social processes, is regarded as an essential part of language learning. Hence, it is significant to increase awareness and offer cultural context for learners to improve proficiency in intercultural communication. The advantage of the cultural background of foreign teachers is highlighted in improving this ability. Culturally relevant pedagogy helps students to accept their cultural identity; at the same time, it helps students acquire a foreign language. (Ladson-Blilling, 1995). Plenty of language institutions attend to concentrate on ability improvement. Nevertheless, culturally relevant pedagogy has not been widely accepted or conducted by most language learning program (Ragoonaden & Akehurst, 2013).

All in all, this project is significant, because it can make more and more teachers pay attention to the issue that plenty of foreign EFL teachers are not mostly qualified. Also, it will work on

letting people know the benefits and problems by attending their English course, and novice foreign EFL teachers will know how to avoid making mistakes and have a better understanding of their competitive teaching advantages. Finally, it helps these teachers to teach effectively by designing a high-quality lesson plan, which will lead to improving English language acquisition by the students.

Recommendations

First of all, the material that you choose to improve students' listening, speaking, or reading skills ought to be appropriate for students' current linguistic level, and the vocabulary you choose for students to learn should not be too difficult or too easy. Then, it is necessary to design communicative activities for Chinese students, no matter you are teaching beginning, intermediate, or advanced level students. Because of the Chinese test-oriented test system, Chinese students have fewer opportunities to practice their spoken language. Hence, taking the courses taught by a foreign teacher is a precious chance for Chinese students actually to speak English. During your class, you could conduct activities that might encourage students to answer questions or give a speech.

Besides, do not push your students to answer questions in front of class or so, you could encourage them to discuss in pairs or groups at first. Because the Chinese students are mostly shy to express themselves and they have their learning style, once they are forced to do something that they are not willing to do, they might not be engaged to learn anymore. Even worse, they might be afraid to make mistakes in the further learning process.

Moreover, you are supposed to have different teaching focus on teaching different level of students. For teaching beginning-level students, you should focus on designing exciting activities that could engage students by using multiple teaching tools and applying games. On the other hand,

students who have already reached the advanced level prefer taking classes which are full of explanations of particular linguistic knowledge.

Warm-up activities are essential to be set at the beginning of each session in order to engage students. Also, reviewing activities could be used to consolidate the knowledge that students have learned during the session.

Finally, you could always prepare a Plan B for teaching. Sometimes your original lesson plan could not be conducted successfully because some unexpected things happen. Plan B could solve this kind of problem.

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APPENDIX

“You are almost there!” A handbook for foreign EFL teachers in China

“You are almost there!”

A handbook for foreign EFL teachers in China



Introduction

How to use this book

Have you ever interested in teaching English in China? Have you ever struggled with designing interesting lesson plan for different level students and engaging them? Have you ever met difficulties dealing with Chinese students? Then, congratulation, this book can greatly assist you to solve these problems.



The main purpose of this handbook is to provide communicative, engaging, and innovative lesson plan formats for teachers who are inexperienced or lacking overseas teaching experience so that they can teach effectively.



This handbook mainly includes three parts. The first part is “You are almost qualified to teach intermediate level students”. The lesson plan formats that I intend to include in this handbook are reading, writing, listening, speaking, vocabulary and grammar. What follows these formats is an integrated lesson plan. I believe an example will give you a clear image what an interesting lesson plan looks like. The second part is “Suggestions and tips for teaching beginning level students”, and the third part is “suggestions and tips for teaching advanced level students”.

Finally, we’d like to appreciate our professor Dr. Yiguan for the best guidance and professional supervision.

Thanks to all the instructors for selecting this book. We hope you all enjoy this book.



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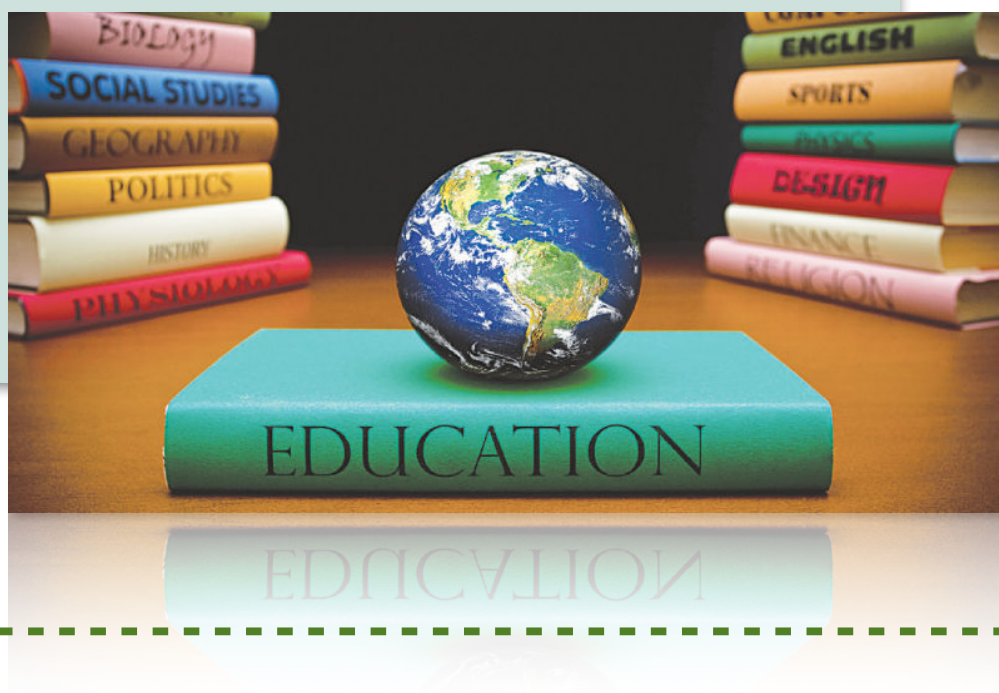
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Part 1: You are almost qualified to teach
intermediate level students!

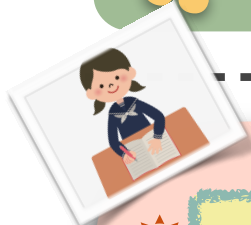


Vocabulary & Listening & Speaking &
Reading & Grammar & Writing lesson plan format



Integrated lesson plan

Teaching Vocabulary



Objectives:

The expected goal of a curriculum, course, lesson in terms of knowledge that will be acquired by a student as a result of instruction.

You should tell your students clearly what they will learn in your course at the very beginning.

For example:

After learning from this session, you are expected to fully understand 20 new words, and know how to use them correctly.

Usually, it's not common that a whole session is occupied by merely lecturing vocabulary knowledge. Teaching Vocabulary is always combined with teaching reading or listening. Therefore, I will mainly provide techniques and different kind of activities with detailed instructions.



Teaching Vocabulary



Using three C's technique

1. Convey Meaning
2. Check Understanding
3. Consolidation

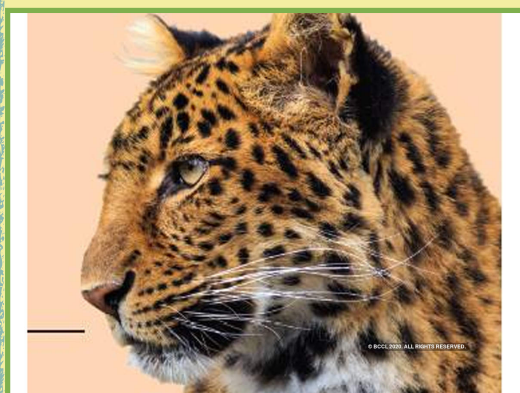


1. Convey Meaning

A. Visual Aids: You could use pictures to help students understand the meaning of the word.

For example:

Leopard

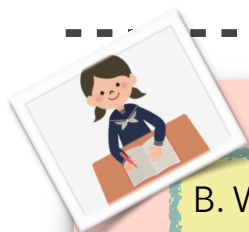


Rhinoceros





Teaching Vocabulary



B. Word relation: You could provide the **synonym** and **antonym** of each new word for better understanding.

For example:

has the similar meaning with

persuade

encourage

insane

crazy

has the opposite meaning with

persuade

dissuade

insane

sensible

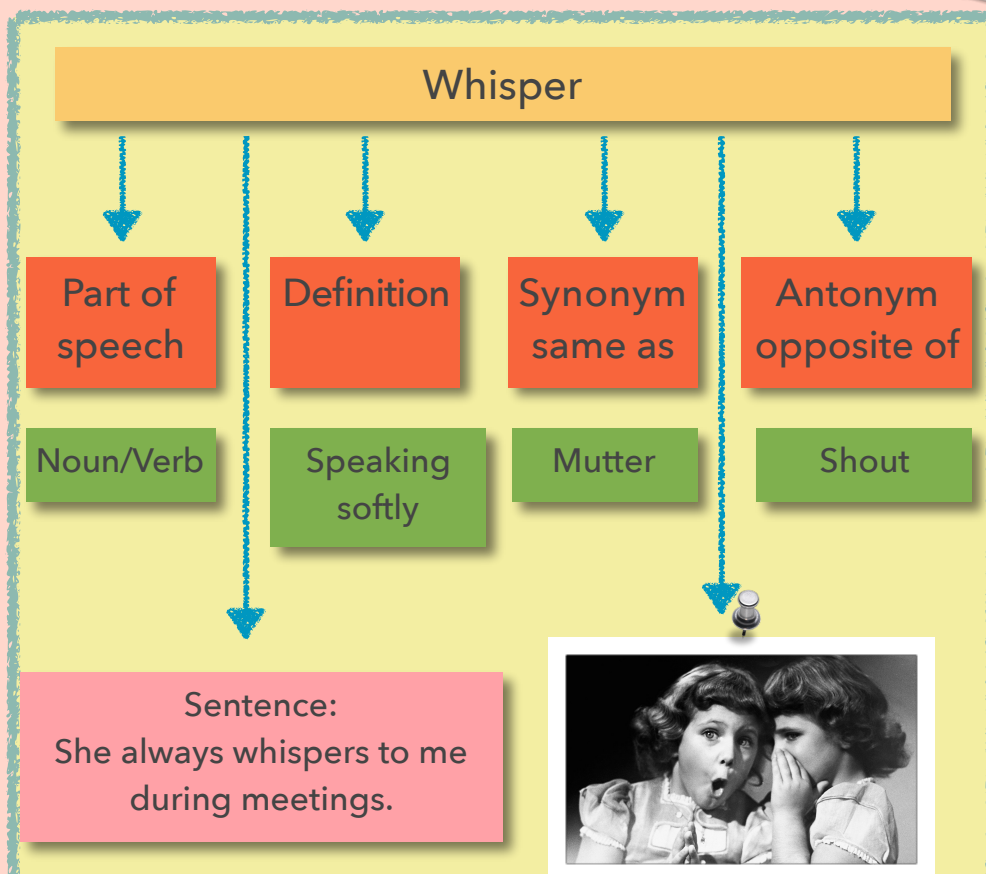
C. Picture schemata

It helps students to get meaning and remember words.

For example: **Vocabulary Map**



Teaching Vocabulary

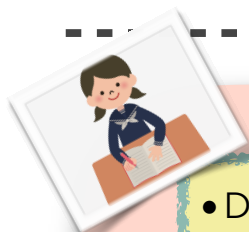


Vocabulary Map instruction:

- Select a target word and teach students how to find a definition in a dictionary or something else and the part of speech
- Teach students how to find synonyms and antonyms



Teaching Vocabulary



- Define what a related word would be, for example, if the word was beauty, a related word might be beautiful
- Copy the sentence where the word was found in the context
- Help students generate an accurate sentence or check understanding by allowing independent generation
- Student draw a picture representing their understanding of the word

D. Definition

Significant →

Large of important enough to have an effect or to be noticed

E. Word root: **prefix & suffix**

Prefix	Meaning	Example
Un	Not	Unhappy
Tele	distant/far away	Telephone
Tri	Three	Triangle



Teaching Vocabulary



Suffix	Meaning	Example
-ship	Noun Maker	Relationship
-al	Adjective Maker	Informal
-ly	Adverb Maker	Carefully

2. Checking understanding

A. Filling in blank spaces

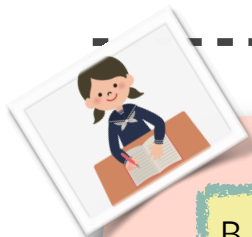
For example:

explore drowned extremely

- Lisa _____ in the ocean because she doesn't know how to swim.
- These headaches are _____ common.
- After _____ the old part of town, there is a guided tour of the historical plaza.



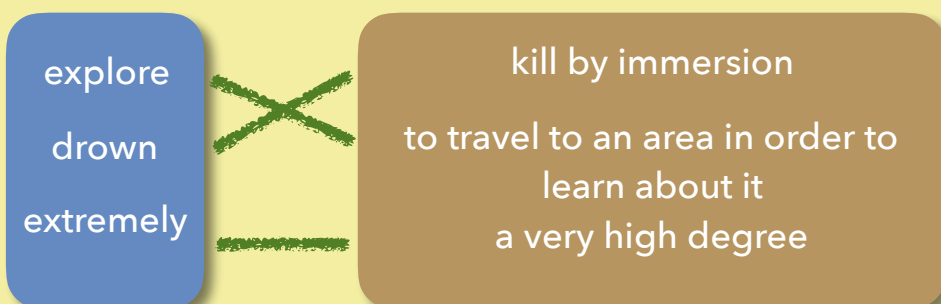
Teaching Vocabulary



B. Matching Pairs:

You could write the words and its meaning on the blackboard, and give students chance to match them independently or work as a team on the stage.

For example:



C. Sorting Exercises

Let students circle the word that do not belong to the series.

For example:

- School gymnasium principal lab
- terrific wonderful amazing unpleasant
- leopards snakes rhinoceros zebras



Teaching Vocabulary



D. Pictorial Schemata:



Let student draw a  through the **sunny day**.



E. Multiple Choice:

Let student choose the correct meaning of the circled words.

For example:

- Can you help me  this pizza into 8 pieces?
- a. Split into parts 
- b. Sum up
- c. Stick something with glue
- d. correct mistake



Teaching Vocabulary



F. Testing **prefixes** and **suffixes**

For example:

This handbook consists of three main parts. You will find a lot of interesting activities and tech in it, and plenty of pictures are inserted in it. I hope this could greatly help you to become a qualified EFL teacher.



The end





Teaching Vocabulary



Tips for using the techniques:



Firstly, I have to emphasize the importance of using visual aids and different type of exciting activities to help students learn new words effectively. In most traditional English classroom, teachers pay limited attention to designing interesting activities, and they usually present these words to students and expect them to recite it in a short time. Chinese students are smart, and they definitely could make it. However, they learn these words in the most tedious way. Even worse, they successfully recite those words, but they do not know how to use them correctly. On the other hand, because Chinese students do not grow up in an English-speaking environment so that the fastest and most direct way to acquire a foreign language is to learn new words first.



Moreover, the vocabulary you choose might not be too difficult or too easy for your students. The words are supposed to be useful, common, and practical in students' daily life.



Finally, you could design more activities that need lots of communication between you and your students so that they could learn how to use these words appropriately under a particular situation with your instruction.





Teaching Listening



Lesson Plan Format



Objectives



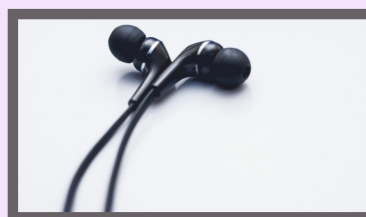
Pre-listening Activities



During-listening Activities



Post-listening Activities



Objectives

For example:

- A. To enable the students to comprehend the main ideas and specific information of the certain listening text
- B. Elicit students' ideas about different ways of saving money
- C. Acquire ten new words/idioms in context



Teaching Listening



Pre-listening Activities

1. Vocabulary

New words ought to be selected from the following listening text. Choose the words that students might not be familiar with. Use the techniques and activities presented in the last Teaching Vocabulary section.



2. Teaching Schemata

Tell your students what they should pay attention when they listen the text.

For example: Past tense verb forms



3. Focus Question

These questions work on deepen students' understanding of the listening text, because they would think and find the answers while listening.

For example:

- What's the main idea of this story?

"No more than 3 questions!"



Teaching Listening



During-listening Activities

1. Filling the blanks:

You print the listening text which has several blanks and hand out to your student. Display the listening materials 1 or 2 times. Require student to fill the blanks while listening.

2. Taking notes

You need to teach students how to take notes smartly. If the listening material is very long, taking notes is the best way to remember important information.

For example:

*"Try your best to write down important **Noun** and **Verb**."*



Post-listening Activities

1. Answering focus questions: You could encourage students to answer questions, if nobody raise their hand, don't push them. You could tell them correct answer directly. Remember to explain the answer.



Teaching Listening



2. Comprehension question

A. True or False

For example:

- The act allows police to detain a suspect for up to 48 hours.

T

F

B. Correct the underlined information

For example:

- He drew a word picture of a North Pacific sunset.

South Pacific

3. Post-listening task

A. Read listening text

This can be conducted in pairs or in groups. Encourage to read it loudly and clearly, other students are welcomed to give suggestions.



Teaching Listening



B. Explain the story

Let students have chance to tell the whole story in their own words. This could be conducted in small groups. It helps you to check students' understanding, at the same time, giving their chance to speak English. Making mistakes is absolutely acceptable for students.

● ————— ●

C. Listen to a beautiful song

Print all the lyrics of one beautiful song on paper and send it to your students. The lyrics have some blanks that requires students to fill while listening. Display the song for 2 times. It also helps both teacher and students relax.



D. Problems solving

Use 10 minutes to encourage students to ask questions. Answer them one by one clearly. Please try your best to give students qualified and exact answer.



Teaching Listening



Well done!



Tips for teaching listening:

Paying more attention to training students' listening ability is very important. It is well-known that the prerequisite of acquiring a foreign language successfully for students is to have enough and efficient input. The students will speak or recall or repeat what they heard before, which is to produce output. However, unfortunately, Chinese students do not live in an English-speaking environment, which means they will not have enough input to output.

The listening material you choose ought to be close to students' daily life, which means students will be familiar with the topic of it. Also, the topic of listening material should be related to western culture, engaging them to learn other new worlds.

Moreover, in order to consolidate the knowledge, they learn from the listening material, which includes new words and grammar, using some post-listening activities is workable.





Teaching Speaking



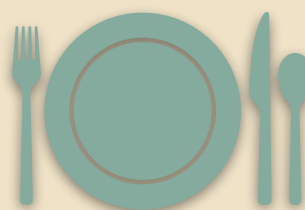
Lesson Plan Format

- ❧ Objectives
- ❧ Pre-speaking activities
- ❧ During-speaking activities
- ❧ Post-speaking activities

Objectives

The goals of teaching speaking should be to encourage the acquisition of communication skills and to promote real communication inside and outside of the classroom. The following points should be considered.

1. The purpose of learning English
2. The level of language competence
 - a. Cultural make up of the class



For example:

After learning this session, you are expected to learn how to book airplane tickets and hotel by yourself. Also, you are required to fully understand 10 new words and 5 new idioms.



Teaching Speaking



Pre-speaking Activities

1. Vocabulary

Let students familiarize with the new words in advance, so that they will be confident when they speak English. The new words could be related to one particular topic, or the words you think students might use when they speak.

You could also use language games such as Hangman to active students and check their understanding of the new words.

2. Warm up discussion

You could write down no more than 5 focus questions on the blackboard. The questions should be related to the topic of the following tasks. Give students 5 to 10 minutes to discuss. This could be done in small groups or in pairs.

During-speaking Activities

1. Story Building

You could use card to conduct this activities. Separate your students into several groups. Write down a set of vocabulary on each card.



Teaching Speaking



Hand it out to your students. Each group has their particular set of vocabulary. They are expected to make up a story based on their own imagination and creation. Don't forget to tell your students that the story has to make sense. It must be logically correct.

This activity could last for 10 to 20 minutes. Students are expected to explain their idea about the story in target language with other group members. You could observe individuals' performance during this activity.

2. Role-plays

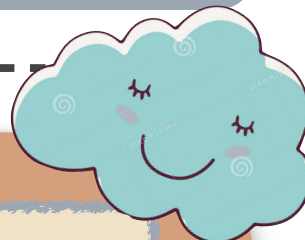
This could be conducted in pairs. Using cards is also workable. Print several two-people dialogues on different cards and hand it out to groups. Each students could at least play one role and they are expected to act vividly and pronounce beautiful while presenting in front of the class.

This activity is allowed to be completed within 20 minutes. Once students have difficulties dealing with the pronunciation, you could either tell them directly or teach them how to use internet or dictionary to find the answer.





Teaching Speaking



3. Guided Discussion

You give students several discussion questions first.

For example:

- Describe this woman in this picture
- Do you think she is married or not?
- What is her career?
- What difficulties does a woman have combining marriage and career?



Then, guide students to read the woman's introduction.



Joy is a brilliant 28 year-old business woman. She works at an international publishing company. Her job is editing writers' manuscripts. Since traveling is an significant part of her work, she has already visited many countries. Through her work and travel, she has met many single men who are interested in her romantically.

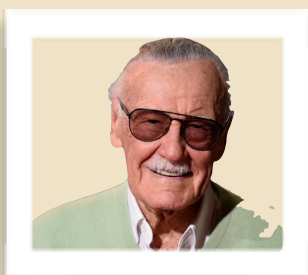


Teaching Speaking



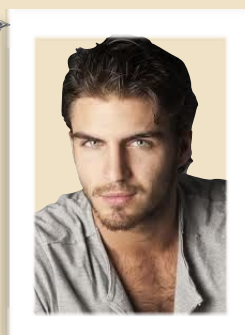
Now, 3 men, **Zac**, **Max**, and **Scott** want a serious commitment with her.

Then, guide students to read the profiles of these three men.



- Rich, older industrialist
- Always kind to her but never talks of love
- Takes her to chic places
- Gives her expensive jewelry
- Conservative and established
- Two previous marriages; three grown children
- In good health; twenty years older than Sophie
- Doesn't see the need for Sophie to work

- Young, middle class professor
- Writes love poem to her
- Takes her to walks & concerts
- Brings her flowers that he has picked himself
- Quiet, serious, & intelligent
- Had one love affair with a married woman for a year
- In good physical health; sees a psychiatrist regularly
- Wants Sophie to make her own decision about her career





Teaching Speaking



- Handsome, young actor
- Doesn't have much money
- Expresses his love openly
- Takes her to plays when he gets free tickets
- Gives her lovely gifts for her apt
- Ambitious and egoistic
- Had many girlfriend
- In excellent physical health
- Wants Sophie to continue working

Finally, guide your students to read the profile of Joy.

- The chance for leadership with her company
- Exciting & interesting work
- Has her own money in the bank
- Can travel anytime she wants
- Good social life but sometimes feels lonely
- Owns her own apartment
- Loves children but has very little time for them now
- Enjoys an active, changing life



Answering the following questions:

A. Look at Joy's options. Decide what she should do?



Teaching Speaking



B. What are the advantages for Joy if she chooses

a. Zac _____

b. Max _____

c. Scott _____

C. What are the disadvantages for Joy if she chooses

a. Zac _____

b. Max _____

c. Scott _____

D. In your opinion, What is the best and worst characteristics of each man?

	Best Characteristic	Worst characteristic
Zac		
Max		
Scott		





Teaching Speaking



4. Observation Activity

You could let student observe an interaction/incident/event which happen in a short video or part of a movie. This interaction/incident/event ought be closely related to the main topic of the session. If you don't have any idea of the main topic, then check the following list:

- A. Opening Bank Accounts
- B. Getting a library card
- C. Getting Financial Aid from a college
- D. Social Security Card Application
- E. Expressing Apologies
- F. Congratulating
- G. Expressing condolences
- H. Introductions
- I. Social Formulas for Special Events

Post-speaking Activities

1. Debates

Divide all your students into two groups. Each group has their main opinion. Such as one group holds positive opinion, the another group holds negative





Teaching Speaking



opinion. Give them 7 to 10 minutes to prepare, discuss and choose one representative to deliver speech in front of the class.

2. Imitation

Encourage students to repeat the dialogue in video sentence by sentence. Let them focus on the standard pronunciation. This could be conducted as assignment.



Good Job!



Tips for teaching speaking:

Chinese students are usually shy to express themselves, speak in front of the class, or even raise their hands to answer your question. So, if your students behave like that, do not judge them or push them to speak English. That will not work. However, they will not improve their spoken language if they do not practice. You are supposed to design a different kind of interesting activities engaging them to practice, which is





Teaching Speaking



particularly workable for Chinese students.

Because of the Chinese test-oriented educational system, students care about their scores so much. They are used to achieve their goal by competing with others. Hence, you could take advantage of their learning style as a teacher, such as preparing some prizes or smiling face sticker engaging them. They need to try their best to collect stickers as much as possible. Once someone performs excellently, he or she deserves a reward.

Finally, the main topic you choose should be close to students' daily life. Moreover, let students realize that what they learn from your speaking lesson is very practical and easy to use. Your job is to be a facilitator, not an instructor. Give students opportunities to speak English.





Teaching Reading



Lesson Plan Format



Objectives



Pre-reading Activities



During-reading Activities



Post-reading Activities

Objectives

For example:

- Students will be able to formulate questions to obtain specific information located in a story
- Students will be able to answer higher level questions about a reading selection.

Pre-reading Activities

1. Vocabulary:

Using the techniques and activities mentioned in the first section "Teaching Vocabulary" to multiply the class. The words should be selected from the reading material.



Teaching Reading



2. Anticipation Guide

For example:

Before Reading

After Reading

Agree	Disagree		Agree	Disagree
★		1. The Great Wall of China is made of stone.		
★		2. People used Great Wall to enjoy delightful rural scene.		
	★	3. Great Wall was also used to trade from other country.		

Print it on paper and send it to students. Using this guide chart to active your students at the beginning of class. Give them a general idea about the topic of this session. Anticipation Guide helps to recall students' previous acknowledge about Great Wall and encourage them to learn more checking whether their answer is correct.



Teaching Reading



3. K-W-L Chart

For example:

K: What I Know	W: What I Want to Learn	L: What I Learned

This Chart can help you greatly to arouse students' curiosity. It also helps to recall students' previous knowledge and generate questions. Such as:

- A. Who built the Great Wall?
- B. Why is it important?
- C. When was it built?

This could be done as a whole class exercise, small groups exercises, or individually. Then, you could tell students the main idea of the reading material.



Teaching Reading



During-reading Activities

1. Reading Loudly

"Repeat after me." Could help students to fully understand the material meanwhile practicing their spoken language.

2. Reading quietly

Teach students the skills to catch the main idea of the whole text and each paragraph before reading. Teach them the skill to underline the important information which might be the answer of their questions generated in the Pre-reading activities.

Post-reading Activities

1. Answering questions

You could list all of students' generated questions on Powerpoint or write down on the black board. Then, encourage students to answer questions one by one. When it's finished, you could eventually post your questions and ask students. (unanswered questions



Teaching Reading



could be given as homework)

2. Worksheet

Print it out and send it to students. This should be completed individually by the students. It includes:

A. Literal Level

For example: What is "trade route"?

B. Higher Level

For example: Analyze three advantages and disadvantages of building the Great Wall.

C. Extra Credit

Tell students if they look up these facts in the library or in the reference book and write down the answer in complete sentence, they will get extra credits.



Terrific!





Teaching Reading



Tips for teaching reading:

The choice of reading material is of great importance. The material could not be too difficult or too easy for your students' current language level. Also, the topic of the material should be interesting enough to attract your students.

Because of the Chinese test-oriented system and the focus on improving students' linguistic knowledge and reading ability, you should also pay attention to teaching reading. In the traditional English classroom, reading skills are taught tediously. You should try your best to engage students by designing exciting activities instead of merely giving them lectures most of the time.

You should be aware that learning vocabulary is necessary for Chinese students. Hence, you should teach the new words clearly and thoroughly, at the same time, encourage students to collect and write down the words in the materials that they are still not familiar with.





Teaching Grammar



Lesson Plan Format



Objectives



Decisive Factors



Contextualization of the New Pattern



Inductive Generalization



Exercise



Objectives

The objective of teaching grammar should be the oral the written use of the target language for communicative purposes.

For example:

After learning this session, students are expected to fully understand the difference between "must" and "should" and how to use them correctly.



Decisive Factors

1. Patterns Teaching

A. Related patterns that have already been taught



Teaching Grammar



- I **can** read Italian.
- They **could** drive truck.
- You **should** be responsible for yourself.
- She/He **could** take care of herself/himself.

B. Patterns to be taught in the following lesson

- I **must** try my best to improve my English proficiency .

C. Present contrast frame

- I **should** stay at home, because of the virus.
- I **must** stop at my friends' house.

Contextualization of the New Patterns

1. Presentation of the new patterns

You could read the dialogue while students follow along in their own textbook/handout.



Teaching Grammar



For example:

Dialogue between Joy & Jing

- Joy: Where were you yesterday?
- Jing: I was at home.
- Joy: I thought you have to take an exam.
- Jing: I had fever within this week. I **couldn't** get out of my bed.
- Joy: You still look a little sick. You **should** stay at home as much as you can.
- Jing: I am going home now. I came to speak to my professor.
- Joy: What did he say?
- Jing: He gave me an exception. He allowed me to attend a make up exam.
- Joy: That's perfect! Are you going straight home?
- Jing: I **must** stop at the drugstore on the way. I need more aspirin.
- Joy: Are you sure you **could** walk that far?
- Jing: Well, I **must** walk I didn't drive car this morning.
- Joy: Ok, I see. Take care of yourself.
- Jing: Thank you, I will.



Teaching Grammar



2. Comprehension question

You could ask the following comprehension questions about the dialogue in order to help the students use the new patterns in their answers.

- A. What did Jing have to take yesterday?
- B. Why couldn't she take the exam?
- C. What did the profession tell Jing?
- D. Where must Jing stop on her way home?
- E. Does Joy think Jing should walk to the drugstore?
- F. Why does Jing have to walk to the drugstore?

3. Identification of the patterns

You could write down the following patterns on the board.

"Jing must take an exam."

Then you could tell the students to find other occurrences of the same patterns, and you could list all the students' responses on the board as well.



Teaching Grammar



4. Inductive generalization

The main purpose of conducting this activity is to make students conclude the rule of speaking English by themselves, instead of listening to teachers' lecture at the most of time. The following instruction could be used as an example.

T: Is there an "s" after 'take' in "Jing must take an exam"?

S: No.

T: Do we say "Jing must walk"?

S: Yes.

T: Do we say "Jing must stops"?

S: No.

T: We say "Jing must _____." (Signals for the class to continue)

S: "Stop".

T: Does 'should' in "you should stay at home" mean that it's a good idea if Jing stay at home?

S: Yes.

T: Does 'must' in "Jing must stop at the drugstore" mean that she doesn't have any other choice, but she has to/must do it?

S: Yes

T: So, 'should' simply means it's a good idea or it's a good advice, and 'must' means it's necessary or there is no other choice.



Teaching Grammar



5. Exercise

A. Mechanical exercise

1) You could ask students to change the following sentences like the example.

For example:

a. *Pay the rent*

Student-A: Must she pay the rent?

Student-B: Yes, she must.

b. Call a taxi

c. Have a license

2) You could also ask students to substitute 'must' in the place of 'have to' and 'has to' in the following sentence.

For example:

Teacher: I have to go home now.

Student: I must go home now.

a. He has to study for the test.

Teaching Grammar



b. Jing has to relax

c. Every driver has to have a license.

B. Meaningful exercise

You could let your students to complete the following sentence. Use 'has to,' 'have to,' (must) or 'had to' in their sentences.

For example:

1) I can't go to the fancy restaurant tonight because

2) I really need a car because _____

C. Communicative exercise

Ask your students to close their book. Elicit several responses from different students for each item. (Involve student B in order to practice with third person singular. For example:

Teacher to Student-A: Tell me something you have to do this evening.

Student-A: I have to join my friends' party.



Teaching Grammar



Teacher to Student-B: What does Student-A have to do this evening?

Student-B: She has to join her friends' party.

Teacher: How about you? Tell me something that you have to do this evening?

Student-B: I have to _____.

D. Group Work

Divide your students into groups of 3 or 4 students. Give each group a Situation and let them come up with a list of advice using should/must/have to/has to.

For example:

Situation 1#: Imagine that one of your best friends who is very shy is in love with Joey. She couldn't stop thinking about him, but Joey doesn't know that your friend loves him. Advice your friend how he should/ must express her feeling to Zoey.

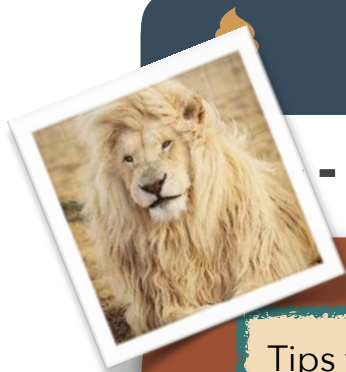


WOW!

YEAH!



Teaching Grammar



Tips for teaching grammar:

Learning grammar makes most of the Chinese students suffer. It is difficult for not only Chinese students, but also for Korean students, Japanese students, even western students. On the other hand, because English is a rule-governed language, the prerequisite of acquiring English as a foreign language is to have a great mastery of grammar knowledge. Hence, learning grammar is always the focus of the English lesson. It is easy to observe that Chinese teachers usually use Grammar Translation to teach in the traditional English classroom. It is the easiest way for the teacher to teach, but it is also the most challenging way for students to learn. Using this method is understandable because too much linguistic knowledge is required to be covered in one session; Chinese teachers are teaching under pressure. For you, the best way to active students in your grammar lesson is to apply many different kinds of activities, which requires plenty of interactions between you and your students.

Moreover, you ought to tell your students very often that it's not hard to learn grammar as long as students themselves could pay more attention to it.





Teaching Writing



Lesson Plan Format



Controlled Writing



Guided Writing



Free Writing



Controlled Writing

1. Changing grammatical elements in a paragraph

You present a short paragraph to your students first. Require them to rewrite the paragraph and replace the original subject (I/they, etc) to another subject (Joy/Zoey/she/he, etc). You need to remind them that the verb forms are also needed to be changed.

Or

You present a short paragraph to your students first. Require them to rewrite the paragraph and change all the verbs to past tense. Circle the changed verbs.





Teaching Writing



2. Giving Dictation



Tell your students to prepare a piece of paper or notebook. They are required to try their best writing down what they heard and the important information. Then, you read a short paragraph for three times. Read it the first time in a normal speed. Read it the second time in meaningful, mouthful chunks, natural phrases and make long pauses so that students could write down the phrases. Read it the third time in a normal speed. Give students 5 more minutes to complete their rewriting.

Guided Writing

1. Answering questions to form paragraphs

You give students a list of questions. Such as:

- A. What's your name?
- B. What does your name mean?
- C. Who gave you this name?
- D. Is your name easy to pronounce in English?





Teaching Writing



Let your students answer these questions first, and generate their answers into a completed paragraph.

2. Using pictures

Present a series of pictures of one topic. Present these picture one by one to your students. The sequence of showing the pictures should be logically correct. Encourage students to generate one sentence while seeing each picture. After seeing each picture. Let them write down all of their sentences to generate their paragraph.

Free Writing

1. Responding to a reading material
2. Journal writing
3. Writing on a given topic



Congratulations!





Teaching Writing



Tips for teaching writing:

Writing is a producing output of a foreign language, so it is significant. Chinese students are usually good at writing because the practice of writing an English essay is a focus in the traditional English classroom and also because of Chinese particular test-oriented systems, which greatly focuses on testing students writing ability.

You could try your best to multiply the way of teaching writing. And the topic you choose should be closely related to students' daily life, and the topic should be interesting enough.

As a foreign teacher, knowing how to use vocabulary correctly and appropriately is your advantage in teaching a foreign language. Hence, you could teach students more practical words and idioms, which might make students' essays rhetorical, clear, and easy to read.



Integrated lesson plan

Objectives

1. Students will learn and fully understand 10 new words from this session.
2. Students will learn some dating manners which is appropriate in American society by joining in interesting activities with their classmates.
3. To enable students to understand the main idea and some detailed information in the reading material and listening material by answering the focus questions, true/false questions, etc.
4. To activate students' imagination and critical thinking ability by answering the Bloom Taxonomy Questions and writing essay.

Warm-up

Direction:

Find two partners sitting next to you. Read the following 8 sentences and ask your partners' opinion for each statement. If they agree with the statement, write their name first, and then write down "A" for agree and "D" for disagree.

Then the teacher is responsible for collecting students' answer on the blackboard and exchange each others opinion, telling students which manner is appropriate under American Culture.

Do you agree or disagree.....

1. Taking a lady home it's something that a gentleman should do on their first date.
_____()
_____()

2. Choosing Wednesday noon as the first date time is appropriate.
_____ ()
_____ ()
3. Watching a movie, wandering on the street, eating dinner, buying food in the supermarket are all appropriate for a man and a woman to do on their first date.
_____ ()
_____ ()
4. Usually, man should initiate the first date.
_____ ()
_____ ()
5. It's ok to wear casually attending a public event such as wearing tan top in a concert.
_____ ()
_____ ()
6. It's appropriate that a man visits a woman's apartment on their first date.
_____ ()
_____ ()
7. It's appropriate for man or woman to be late for their first date.
_____ ()
_____ ()
8. It's good for a man or a woman to introduce everything of them or their family to each other on their first date.
_____ ()
_____ ()

Vocabulary

Direction:

Read the following vocabularies carefully, and try to remember the meaning of these vocabularies by the help of the example sentences and pictures provided.

Thrilled

Adjective

e.g I am thrilled to join your party.

Very excited and pleased



Consequently

Adverb

e.g She was the youngest child and consequently spoilt.

As a result

Promptly

Adverb

e.g He paid the fine promptly

With little or no delay



Administrative

Adjective

e.g This project will have an administrative staff of 12.

Connected with organizing the work of a business or an institution

Wrist

Noun

e.g He stopped and faced her, releasing her wrist.

The joint connecting the hand and the forearm.





Shovel

Verb

e.g I need to shovel snow off the sidewalks.
To lift and move earth, stones, coals, etc.

Audience

Noun

He asked for questions from members of the audience.
The assembled listeners at a public event such as a play, a film, a concert, etc.



Occasion

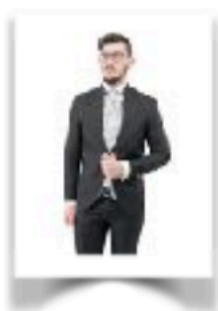
Noun

e.g I stayed up until two in the morning for the occasion.
A particular event, or the time at which it takes place

Department

Noun

e.g I work for the public safety and security department.
A division of a large organization such as a government, university, etc.



Costume

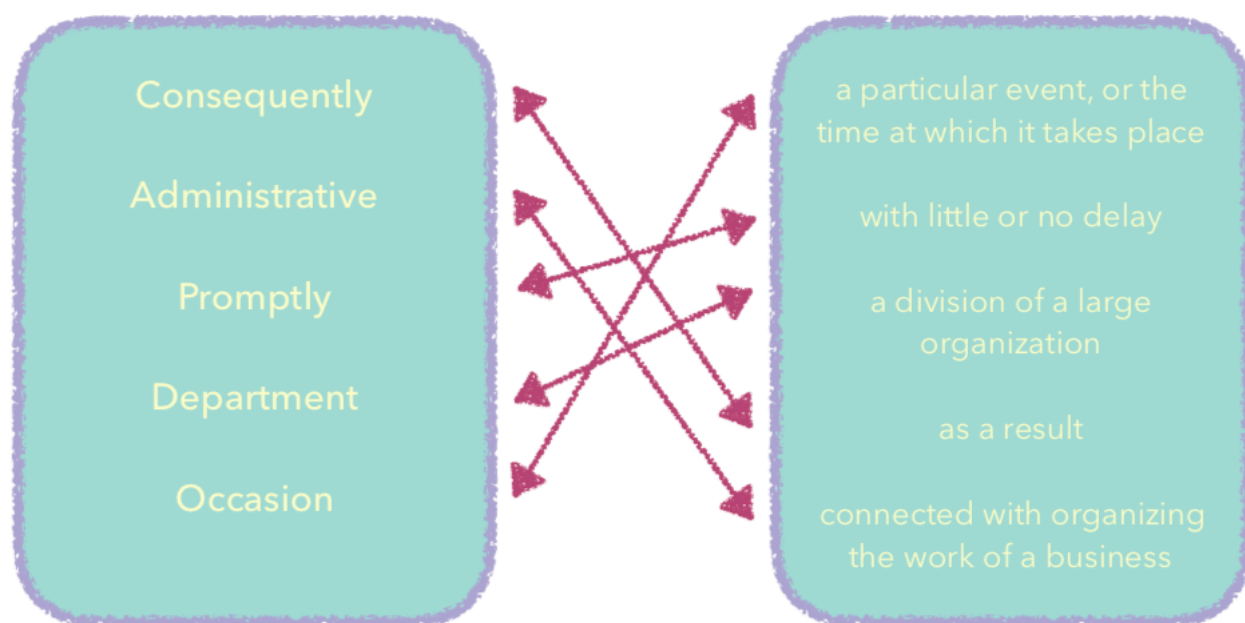
Noun

e.g The costumes they wear are so beautiful.
A set of clothes and in a style typical of a particular country or

historical period.

Vocabulary Exercises (1)

Direction: Match the words to the correct definition.



Vocabulary Exercises (2)

Direction: Write a synonym or definition for each of the following words. Use information from the story to help you choose your answer.

1. Thrilled _____
2. Audience _____
3. Wrist _____
4. Costume _____
5. Shovel _____

Focus Questions

Direction: Read the following questions carefully, and keep these questions in mind in order to find the answers in the following article.

1. What did Lucy do to prepare for her first date with Daniel West?
2. What did Lucy and Daniel talk about when they had dinner?
3. What did Daniel think about as he walked to the subway station after he sent Lucy home?

Reading

Direction: Read the passage silently, once you meet some words you don't know, keep reading and guess the meaning of the words by the context.



The Date

Lucy was thrilled. This would be her first real date since she had come to New York, and she decided she ought to have a new dress for the occasion. Consequently, she went shopping during her lunch hour the next day and found one she liked very much. The following day she decided she had better buy some new shoes to go with the dress. She quickly found some in a department store. Before she left the store, though, she had also bought a new purse and a pair of gloves. Finally, she decided that she should have some new jewelry, too, but it had better not be very expensive. She had already spent a lot of money, and she would have to save enough for her next month's rent and her food.

Saturday night finally came and Dan arrived promptly at six-thirty. He thought Lucy looked very attractive in her new outfit. They soon found a taxi and were on their way to the theater. They had not been there very long when the music started and the performance began.

The next two hours passed quickly. Everyone in the audience seemed to enjoy the lively dances.

Lucy and Dan talked about the excellent performance afterward as they ate their supper. They discussed not only the dances but the music, the costumes, and the dancers themselves.

"You seem to know a great deal about folk dancing," Dan remarked.

"Well, I took dancing lessons when I was a little girl, and later I belonged to a folk dance group," Lucy explained.

"Do you do any folk dancing now?" he wanted to know.

"Not much. I don't have time for it anymore. I'm more interested in a business career now. I must earn my own living, you know. I still like to dance, but I am too busy with administrative work."

"I like to dance too, but I've never taken lessons." Dan said. "When I was young, my parents thought I should use my energy to cut the grass or shovel snow off the sidewalks."

Lucy laughed. Suddenly she looked at the watch on her wrist. "My goodness!" she exclaimed, "It's getting late we better go now."

When they arrived at her apartment, Lucy thanked Dan for a very pleasant evening.

As he walked to the subway station, Dan hoped he and Lucy could spend another evening together soon. He'd like to take her dancing. He hoped she wasn't too interested in her career to have some fun.

Answering Focus Questions

Direction: Ask students for the focus questions one by one and check if the answers are different from the correct answer.

1. What did Lucy do to prepare for her first date with Daniel West?

Answer: Lucy went shopping and bought new shoes, new dress, new purse and a pair of gloves for her first date with Daniel West.

2. What did Lucy and Daniel talk about when they had supper?

Answer: They talked about the excellent performance afterward as they ate their supper. They discussed not only the dances but the music, the costumes, and the dancers themselves.

3. What did Daniel think about as he walked to the subway station after he sent Lucy home?

Answer: As he walked to the subway station, Dan thought he and Lucy could spend another evening together soon. He'd like to take her dancing. He hoped she wasn't too interested in her career to have some fun.



Comprehension Question

True / False Question

Direction: Read the following statement first, if it's correct, put "T" in the blank, if it's wrong, put "F" in the blank.

1. Lucy used very long time choosing her new dress and shoes for her first date with Dan.
() Answer: T
2. Lucy didn't care about how much money she spent on going shopping.
() Answer: F
3. The first date time was on Saturday night.
() Answer: T
4. Lucy was very busy with her administrative work.
() Answer: T
5. They talked about the dance performance while having dinner.
() Answer: T
6. Dan didn't take Lucy home.
() Answer: F

Multiple Choice Questions

Direction: Read the question and answers first, then choose the one correct answer from a, b and c.

1. Why did Lucy do a lot of preparation for her first date with Daniel West?
 - a. She didn't have too much time going shopping.
 - b. Lucy was thrilled and this date would be her first real date since she had come to New York.
 - c. Because Lucy had a crush on Daniel West since two months ago.

Answer: b

2. Why Daniel West hoped he and Lucy could spend another evening together soon?

- a. Lucy was a good listener for him.
- b. Lucy looked very good in her new outfit.
- c. They had a lot in common and they also shared a wonderful night.

Answer: c

3. What did they talk about while having dinner?

- a. They talked about the folk dance show they just watched.
- b. They talked about the food they ordered.
- c. They talked about each other's experience at work.

Answer: a

4. Why did Daniel West see Lucy at her apartment before the show and take her home after they had dinner?

- a. Because if he didn't do that, Lucy might have bad impression on him and won't date him anymore.
- b. It's a default manner to be a gentleman.
- c. Lucy couldn't go to the theater and go back to her apartment alone.

Answer: b



Grammar Builder (1)

Direction:

Look at the underlined words in the reading material.

Simple Past Tense

Did

- **When do we use simple past tense?**

When the actions that have occurred **in a certain period of time** (or within a certain period of time), actions that have occurred **frequently or repeatedly** in the past.

- **Time expression:**

Ago/yesterday/the day before yesterday/last week etc.

- **Example in the text:**

He thought Lucy looked very attractive in her new outfit.

Grammar exercise:

- a. She _____ (meet) some old friends when she was in China.
- b. I _____ (learn) English for more than 10 years.
- c. Joy _____ (book) airplane tickets yesterday.
- d. Chen _____ (own) a fancy restaurant when he was a young teenager.

Answer: **met/learned/booked/owned**

Grammar Builder (2)

Direction:

Look at the underlined words in the reading material.

Past Perfect Tense

Had done

- **When do we use simple past tense?**

When the actions or behavior that occurred **before** this time, or the behavior that was completed **before an action in the past**.

- **Time expression:**

Before/by the end of last year/by the end of last term etc.

- **Example in the text:**

She had also bought a new purse and a pair of gloves.

Grammar exercise:

- a. She ask what I _____ (say).
- b. We _____ (paint) the house before we moved in.
- c. The rich woman _____ (make) a will before he died.
- d. The robbers _____ (run away) before the policeman arrived.

Answer: **had said/had painted/had made/had run away**

Group Work:

Direction: Read the questions first, find three classmates and discuss these questions together as a group, and make up the perfect answer for each question. After discussing it, each group is supposed to share one question and answer in front of the whole class on the stage.

1. Give example of one of your friends or someone you know who have done the same kind of thing as the man in the story.
2. Pretend you were Lucy and you just finished your first date with Daniel West, please write down a daily journal of what you experienced and what you thought about Daniel West.



Listening



Watch a video "What do not do on a date at the restaurant" twice. Fill in the following banks as much as you can while watching.

- a. Don't start eating or order before the other person comes.
- b. _____
- c. _____
- d. _____
- e. _____
- f. Don't hold your fork and point it to the other.

Answer:

- b. Don't hit on the waiter.
- c. Don't be cheap.
- d. Don't do magic tricks.
- e. Don't say what you are thinking
- g. Don't overact.
- h. Don't say too much.
- i. Don't order chocolate for dessert.
- j. Don't be surprise.

Writing

Direction: Write another ending to the story that is different from the one the author wrote. For example, what if Lucy and Daniel didn't share too much in common so that they didn't talk a lot while having dinner, what will the ending like?



Part 2: Tips and suggestions for teaching beginning level students.



Tips and suggestions for teaching beginning level students.

- Do not teach them too much linguistic knowledge

Teaching linguistic knowledge, like grammar, will kill their interests in learning English at the very beginning, no matter they are young children or adults. You could try to apply enjoyable activities as much as possible to engage and activate your beginning students. Engaging is a significant thing for you to do. Using pictures, videos, and games are all good for multiplying your class.

- Try not to use worksheets or handouts very often

You could use worksheets or handouts to give students some homework or practice. However, for teaching beginning level students, you ought to promote communication between you and your students working on games or activities together most of the time.

- Adjust the difficulties of material

You could not choose a listening or reading material that is full of academic words. If you want to use one material, but it's difficult for your students to learn. You could modify it by yourself. Such as replacing the problematic words to small words, changing the verbs, which is the most crucial part in a complete sentence to the verbs that students are familiar with.

Part 3: Tips and suggestions for teaching advanced level students.



Tips and suggestions for teaching advanced level students.

- Adjust the difficulties of materials

The difficulties should be appropriate for students' current levels according to the "i+1" theory because Chinese students have the necessity of attending plenty of tests, reading or listening material could not be too easy and not challenging for them.

- Teaching Grammar is important

Grammar learning is always a focus of the Chinese test-oriented system. You should have a good mastery of explicit grammar knowledge. Even if learning grammar is relatively difficult and tedious for students, you still need to focus on teaching it. However, you could use the tips that I mentioned in the first part of my handbook to multiply your grammar lesson.

- Giving students homework is necessary

When students have a high level of English proficiency, they usually have a good mastery of vocabulary and grammar knowledge, or even they could speak fluent English. However, it is still necessary to consolidate that knowledge in their mind. So, plenty of practices are needed. You could lead them to practice in your classroom, and also require them to finish worksheets at home.